

The background is a collage of four images: top-left shows a stack of papers on a purple background; top-right shows a clock face on a pink background; bottom-left shows a stack of papers on a green background; bottom-right shows a clock face on a yellow background.

Presentation Module

Learning Philosophies and
Presentation Skills

Presentation Module

■ Purpose

► This Module is intended to help ***you*** understand the principles of adult learning and to assist ***you*** in using ***your*** skills to deliver ***your*** presentation in a manner that ***your*** audience understands and comprehends.



Objective One

- Recognize the differences in the traditional classroom approaches as compared to the adult learning approaches.



Objective Two

- Explain the acronym
LEARN



Objective Three

- Demonstrate presentation strengths and weaknesses.



Objective Four

- Identify the 5 core components of effective presentation





Activity

What

HELPS

you in your learning?

Activity

What

HINDERS

you in your learning?



Knowles 4 Assumptions

- Adults normally prefer self-direction.
- Adults experiences are a rich resource for learning.
- Adults are aware of specific learning needs generated by real-life events.
- Adults want to learn a skill or acquire knowledge that they can apply to their immediate circumstances.



Comparison

Traditional Learning

VS.

Adult Learning



Traditional Learning

Students rely on others
to decide what is
important.



A vertical strip of four images on the left side of the slide. From top to bottom: a blue clock with a blue background, a red clock with a red background, a green book with a green background, and a blue book with a blue background.

Adult Learning

Participants decide for themselves what is important to be learned.

Traditional Learning

Students rely on information being presented at face value.



Adult Learning

Participants need to validate the information based on their beliefs and values.





Traditional Learning

Students have little ability to serve as a knowledgeable resource to the teacher or fellow classmates.

A vertical strip of four images on the left side of the slide. From top to bottom: a blue clock face on a blue background, a red clock face on a red background, a green open book on a green background, and a blue open book on a blue background.

Adult Learning

Participants have a significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Bottom Line

We are adults and therefore learn like adults through our own


- Self-direction
- Experiences, values, and beliefs
- Ability to apply what we learn to real-life immediate situations!!!!!!



LEARN

- ***Leadership***
- ***Experience***
- ***Appeal***
- ***Respect***
- ***Novel Styles***





LEADERSHIP

■ Remember:

Adults enter the learning environment with a need to be self-directing and take a leadership role in their learning!

EXPERIENCE

■ Remember:

Experience is a rich resource for adult learning; actively involve adults in the learning process.



APPEAL

■ Remember:

Develop an appeal, a “need to know” in the learners.



RESPECT

■ Remember:

- ▶ *Honor adult learners' individuality and experiences.*
- ▶ *Create a safe, respectful, and participant centered environment.*



NOVEL STYLES

■ Remember:

Use a variety of methods to appeal to adult participants' learning styles and preferences.



AND FINALLY....

Remember
THIS!!!



Over a period of three days, you remember.....

- 10 percent of what you read
- 20 percent of what you hear
- 30 percent of what you see
- 50 percent of what you see and hear
- 70 percent of what you say
- 90 percent of what you say as you do (e.g., verbally work out a problem)

(Pike 1989)



Activity

L-E-A-R-N Ball Throw

- **L***eadership*
- **E***xperience*
- **A***ppeal*
- **R***espect*
- **N***ovel Styles*



Activity

List characteristics of the **BEST** presentation you have ever heard.



Activity

List characteristics of the **WORST** presentation you have ever heard.



Presentation Strengths

- Respect for the audience
- Humility
- Comfort with the topic
- Engaging the audience
- “Eyes Wide Open”
- Mix It Up



Presentation Weaknesses

- Inflexibility
- “All About Me”
- Lack of Preparation
- Lack of Rest
- “Podium Clutching”



Group Activity

Demonstrate
Strengths
And
Weaknesses



5 Core Components of Effective Presentations

- Appearance
- Speaking
- Listening
- Validating
- Body Language



Appearance

- Dress Appropriately
- Personal Hygiene
- Limited physical distractions such as jewelry



Speaking

- Keep it natural
- Remember to breathe
- Enunciate clearly
- Pace yourself
- Avoid a monotone



Listening

- Show respect for participants
- Acknowledge their input
- Make sure whole group hears questions/answers



Validating

- Express appreciation for input
- Use participants names
- Use affirming phrases



Body Language

- Eye contact
- Use physical gestures to emphasize, not distract
- Facial expressions



What Did I Say?

- Look high-quality
- Talk well
- Listen closely
- Authenticate involvement
- Be aware of you non-verbal statement




And Finally.....



ALWAYS INCLUDE AN..

- Opening (Tell 'em what you are going to tell 'em.)
- Body (Tell 'em.)
- Closing (Tell 'em what you told 'em.)





NOW YOU KNOW

Adult learning is how **YOU** (as opposed to how your children or grandchildren) learn

AND

“presentation skills” is merely a fancy phrase for facilitating a discussion between adults.

HOT TIPS ANYONE?



YOUR TURN!!!

